

Name	Lynn Price
School	Ponderosa Elementary, Meridian School District
Course	Music
Lesson	Mexican Culture “La Raspa”, Grade 1

**Sample Humanities Lesson Plan
Visual and Performing Arts**

STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Target Area:

Cultural Context – Varied cultural experiences provide opportunities to develop empathy and understanding of other peoples.

Historical Context – Musical cultures exhibit both change continuity over time.

Interrelationship of Arts – visual art projects

Cross Cultural Relationship

Content Knowledge:

Understand the historical and cultural contexts of the visual and performing arts.

Explain the objective(s) of this lesson:

Students will: (1) Name the historical or cultural background of musical selections learned and (2) Identify the country or region of musical selections learned and (3) Show A B form by moving in shared space and following actions cues during the appropriate sections.

Describe the activity that will help students fulfill the lesson objective(s):

1. Review familiar song, “Rig a Jig Jig”. Have students clap the steady beat during the A section and pat a galloping rhythm during the B Section.
2. Ask students to describe how the two sections vary. Tell how they know when one section ends and the other begins.
3. As the students listen to the selection again, have them walk the steady beat to the A section, saying the words *walk, walk, walk*, and gallop in shared space to the B section, saying *gallop, gallop, gallop*.
4. Introduce listening selection: “La Raspa”. Ask students if they know what country the music originated (*Mexico*).
5. Have students listen again to determine how many sections there are in “La Raspa” (*two*).
6. Divide students into two groups, one group playing shaker/scraper instruments with the beat during the first section, the other group playing metal instruments with the beat during the second section.
7. Ask students to listen as you explain that when a piece of music has two distinct sections, one is called the A section and the other is called the B section.
8. Listen again and have students hold up shapes to represent the A section (triangle) and B section (circle) during the appropriate sections.

Suggested Materials

Song, “Rig a Jig Jig”, Share the Music, Unit Six, Lesson 1, p. 228, CD4:32

Listening Selection: “La Raspa”, Share the Music, Unit Six, Lesson 1, p. 228, CD 5:4

Triangles cut from blue construction paper and Circles cut from red construction paper (one set for each student)

Instruments: shaker/scraper (tambourines, maracas), metals (triangles)

<p>Student/teacher preparation required:</p> <p>Students: prior knowledge of song “Rig a Jig Jig”</p> <p>Teacher – construction paper shapes, circles and triangles</p> <p>Instruments available for students – tambourines, maracas, triangles</p>
<p>Length of lesson</p> <p>Thirty minutes</p>
<p>Assessment used to measure objective(s)</p> <p>Teacher observation</p>
<p>Ideas for coordinating with other subject areas</p> <p>Historical background of the song, “La Raspa” – It was brought to Mexico by European settlers many years ago. It probably originated in Italy, since <i>raspa</i> is an Italian noun meaning “file.” <i>Raspa</i> is also from an Italian word that means “to scratch the ground, like a chicken.”</p>

Name	Lynn Price
School	Ponderosa Elementary
Course	Music
Lesson	#2, Mexican Culture, Grade 1

Sample Humanities Lesson Plan
Visual and Performing Arts

STANDARD TWO: Conduct structural analysis, engage in reasoned argument and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Target Area:
Reasoned Argument/Informed judgment (analysis of the arts) Recognize and respond to characteristics and content of various musical forms
Philosophical/Aesthetic Issue (demonstrate meaning and importance of the arts, use arts vocabulary)
Ethical Issue (legal, moral implications of the arts) Recognize and verbalize emotions that are associated with music.

Content Knowledge:
Conduct analyses in the arts and humanities disciplines and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Explain the objective(s) of this lesson:

Students will recognize and respond to characteristics and content of various musical forms.

Students will recognize and verbalize emotions that are associated with music.

Describe the activity that will help students fulfill the lesson objective(s):

1. Review listening selection, “La Raspa”. Have students hold up blue triangles and red circles to indicate A or B section as they listen.
2. Have students perform dance to “La Raspa” learned in PE class.
3. Ask students to identify movements for each section (tapping toes, jumping (A section) and creating a pathway through shared space with a partner (B section).
4. Introduce listening selection “Mexican Hat Dance.”
5. Ask students to identify originating culture (Mexican).
6. Ask students to identify instruments they hear (*violins, castanets, guitars*) – are they similar to “La Raspa”?
7. Give background information on “Mexican Hat Dance.” (*Folk dance - courting dance, costumes*)
8. Ask students to hold up triangles and circles as they listen to “Mexican Hat Dance” (*A B A C A D*)
9. Have students determine if the form is the same or different from “La Raspa.” (*different*) What other shapes or letters do they need? (C – square, D – rectangle).
10. Have students perform a simple movement to the A section each time they hear it(*clapping, stamping, toe tapping, etc*). Stand still for the B C and D sections.

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Suggested Materials

Recording, “LaRaspa”, Share the Music, Gr. 1, Unit Six, Lesson 1, p. 228, CD5:4

Recording, “Mexican Hat Dance”

Construction paper shapes (triangles, circles)

Student/teacher preparation required

Student: Prior knowledge of “LaRaspa”, Form - AB

Length of lesson

30 minutes

Assessment used to measure objective(s)

Teacher Observation

Ideas for coordinating with other subject areas

Art: maracas, piñatas, sombreros

Social Studies: historical significance of music and dance of Mexico

Name	Lynn Price
School	Ponderosa Elementary
Course	Music
Lesson	Cinco De Mayo Celebration

**Sample Humanities Lesson Plan
Visual and Performing Arts**

STANDARD THREE: Communicate in the humanities disciplines through application and creative expression.

Target Area:

Communicate through creative expression

Content Knowledge:

Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.

Target Area:

Interpret/perform work

Class Performance combining music and physical education (movement)

Create work of art

Demonstrate behavior

Explain the objective(s) of this lesson:

<p>Students will identify and perform simple songs from different Mexican culture. Students will illustrate group singing and instrumental skills in response to conductor cues.</p>
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Describe the activity that will help students fulfill the lesson objective(s):

<p>Cinco De Mayo Student Program.</p>

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| <ol style="list-style-type: none">1. Welcome – Student2. Student Narrators – background of Mexican Culture for music and dance presented.3. Music performance – students will show different ways to indicate knowledge of A B form in the song, “La Raspa” – creative movement and Letter and shape symbols, instruments.4. PE Performance – Mexican Hat Dance5. Art exhibit – sombreros, maracas, piñatas6. Students will perform “La Raspa” as learned in PE class7. Enjoy Mexican refreshments (chips and salsa) |
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Suggested Materials

<p>CD player, Props from Art projects: sombreros, maracas, piñatas, Musical Instruments: tambourines, maracas, triangles, Recordings: “La Raspa”, “Mexican Hat Dance.”</p>
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<p>Student/teacher preparation required</p>

<p>Rehearsals in class – Physical education and music</p>

<p>Length of lesson 30 minutes</p>

<p>Assessment used to measure objective(s) Teacher observation and audience applause!</p>
<p>Ideas for coordinating with other subject areas Social Studies – Historical and cultural background Physical Education – movement and dance Visual Art – maracas, piñatas, sombreros</p>